



Lakes Primary School

Policy for

Geography

Revised: September 2026

Review: September 2028

Rationale

At Lakes Primary School, geography helps children understand the world in which they live. Through local study, fieldwork, maps, data, images and comparison of places, pupils develop knowledge of locations, people, environments and the physical and human processes that shape them.

Geography encourages curiosity and careful observation. It supports pupils to ask questions, investigate patterns, communicate their findings and consider how people can care for places and resources. Learning is connected to the children's experiences while broadening their understanding of communities and environments beyond the school and the United Kingdom.

Aims

Through our teaching of geography, we aim to:

- develop secure locational knowledge of the United Kingdom and the wider world;
- understand the characteristics of places and the relationships between people and environments;
- learn about physical and human processes and how they create change;
- develop geographical skills, including map work, fieldwork, data collection and presentation;
- encourage curiosity, questioning, problem-solving and decision-making;
- promote care for the environment and responsible use of resources;
- develop respect for people, cultures and communities in different places;
- strengthen learning across reading, writing, mathematics, science, computing, art and design;
- develop links within the community to enrich geographical enquiry and share and celebrate pupils' learning.

Entitlement, Inclusion and Diversity

Every pupil is entitled to a broad and ambitious geography curriculum. Teaching is adapted so that pupils with special educational needs, disabilities, English as an additional language and other individual needs can participate fully. Fieldwork and practical activities are adjusted where necessary. The curriculum represents diverse communities and places and promotes respect, equality and responsible citizenship.

Curriculum Framework

The geography curriculum is planned with due regard to the National Curriculum for England and the Early Years Foundation Stage. Learning is sequenced so that pupils revisit important knowledge and progressively develop geographical vocabulary, understanding and enquiry skills.

- locational knowledge;
- place knowledge;
- human and physical geography;
- geographical skills and fieldwork.

The whole-school topic overview uses Cycle A and Cycle B across Key Stage 1, lower Key Stage 2 and upper Key Stage 2. Geographical learning is developed through 'Around the World', 'Our Wonderful World' and 'Land Ahoy!' in Key Stage 1; 'Redcar Rocks' and 'Wonders of the World' in lower Key Stage 2; and 'Global Goals', 'Viva La Mexico' and 'Poles Apart' in upper Key Stage 2. These topics connect local and coastal study with continents and oceans, contrasting places, climate, environmental change and the relationship between people and places.

Teaching and Learning Style

Geography lessons combine teacher explanation, discussion, observation, practical work, enquiry and the use of a wide range of sources. Pupils use maps, globes, atlases, photographs, aerial images, diagrams, data, books, digital maps and age-appropriate online resources. They are encouraged to use geographical vocabulary when speaking and writing and to explain patterns and relationships.

Learning is made meaningful through the study of the local area and comparison with contrasting places. Pupils may take part in creative activities, group investigations, role play, model-making, field sketches, surveys and presentations. Activities are selected to help children understand both the physical world and the ways in which people live in and change environments.

Planning and Progression

Geography is planned through the whole-school topic overview and the school's long-term and medium-term curriculum plans. Annual curriculum plans confirm the Cycle A or Cycle B topics in use. Year groups work together to identify the knowledge, vocabulary and skills

that will be taught, revisited and assessed. Lessons are sequenced to support continuity and progression across the school.

Teachers plan opportunities for pupils to collect, interpret and communicate geographical information. Planning takes account of the local environment, accessibility, safeguarding, health and safety, fieldwork risk assessment and the responsible use of digital resources.

Early Years Foundation Stage

In the Foundation Stage, geography is taught mainly through Understanding the World. Children explore their classroom, school and local environment; talk about where they live; notice weather and seasonal change; use simple maps and positional language; and compare places, materials, homes, landscapes and communities through play and first-hand experiences.

Key Stage 1

Pupils develop an understanding of their immediate environment and the wider United Kingdom. They are taught to:

- name and locate the countries and capital cities of the United Kingdom and the surrounding seas;
- use simple maps, atlases and globes and develop basic compass and directional language;
- study the human and physical features of the local area and a contrasting location;
- identify seasonal and daily weather patterns and locate hot and cold areas;
- use simple fieldwork and observational skills to study their surroundings.

Key Stage 2

Pupils extend their knowledge of the United Kingdom, Europe and the wider world and develop greater independence in geographical enquiry. Their studies include:

- counties, cities, regions, countries and major geographical features;
- climate zones, biomes, vegetation belts, rivers, mountains and the water cycle;
- volcanoes, earthquakes and other physical processes;
- settlement, land use, trade, natural resources and changing environments;
- fieldwork, data collection, maps, symbols, grid references, scale and digital mapping.

Fieldwork and Educational Visits

First-hand experience is an important part of geography. Teachers use the school grounds, local streets, green spaces and other suitable locations to help pupils observe, measure, record and interpret their surroundings. Fieldwork may include surveys, traffic or land-use counts, weather observations, environmental assessments, route mapping, sketching and photography where appropriate.

Visits and visitors are chosen because they add value to planned learning. Risk assessments, supervision, accessibility, safeguarding, weather conditions and emergency arrangements are considered in line with school procedures. Where a visit is not possible, a well-planned virtual or classroom investigation is used.

We aim to develop links with local organisations and members of the community to enrich geographical enquiry and give pupils opportunities to share and celebrate their learning. These may include local fieldwork projects, displays, presentations and community events connected to the topics studied.

Differentiation and Accessibility

Teachers plan for a range of starting points and learning needs. Support may include pre-teaching vocabulary, visual prompts, adapted maps and data, worked examples, structured questions, adult guidance and alternative ways to record findings. Challenge may include independent research, comparison of data, explanation of causes and effects, or evaluation of possible environmental decisions.

Assessment and Feedback

Assessment is an ongoing part of geography teaching. Teachers use questioning, discussion, observation, map work, fieldwork records, data handling, written explanations, presentations and practical outcomes to identify what pupils know, understand and can do. Assessment informs future planning, addresses misconceptions and supports appropriate challenge.

Teachers assess progress against the knowledge and skills identified for each unit and year group. Work is reviewed through the school's agreed marking and feedback approaches. Pupils are given opportunities to explain their geographical thinking and to use evidence from observations, sources and data.

Resources

Resources include globes, maps, atlases, books, photographs, aerial images, data sets, measuring equipment, fieldwork materials, digital maps and suitable online sources.

Resources are checked for accuracy, accessibility and safe use. The subject leader maintains an overview of the school's geography resources and identifies priorities for development.

The Role of the Subject Leader

- monitor the quality and progression of geography teaching across the school;
- support staff with planning, resources, subject knowledge and professional development;
- review curriculum plans, fieldwork opportunities and assessment information;
- promote high expectations, inclusion, accurate vocabulary and responsible citizenship;
- maintain and audit subject resources;
- develop suitable links with local organisations, visitors and educational providers, including opportunities to share and celebrate pupils' learning;
- support staff with fieldwork planning and risk assessment;
- report on strengths, priorities and next steps to the Headteacher and governors where appropriate.

Monitoring and Review

This policy will be reviewed through curriculum monitoring, staff and pupil feedback, work scrutiny, planning reviews and consideration of national developments. The policy will be reviewed at least every two years, or sooner if requirements or school priorities change.

Policy Status and Review

Written by: Miss V Richards

Date: September 2026

Review Date: September 2028